

Top tips for Year 4

Willow Class

School starts at **08:50**

School finishes at **15:20**

Class teacher: **Miss Stewart & Mrs Deb**
katie.stewart@greenway.herts.sch.uk
pj.deb@greenway.herts.sch.uk
Current learning support: **Miss Cullen**
PPA: **Wednesday PM – we will swap**



Termly tissue box donations would be much appreciated!



PE is on Mondays and Wednesdays/Fridays.

Please have kit everyday as days often change.

Children **must** have a change of shoes for inside and outside... named!



Welcome!

Thank you for coming this evening. We are enjoying getting to know your children (again!) and they've been settling in really well.

It's great to see how eager they are to learn and are looking forward to the Year 4 topics.



Timetable 2025-2026



Willow



8:50



10:35



10:55



11:15



12:15



1:15



2:15



3:15 - 3:20

 Monday	 Guided Reading + English	 Assembly	 Break	 Maths	 Lunch	 PE	 RE	 Story + Home
 Tuesday	 Guided Reading + English	 Assembly	 Break	 Maths	 Lunch	 Geography / History	 Social Time	 Story + Home
 Wednesday	 Guided Reading + English	 Assembly	 Break	 Maths	 Lunch	 Cornets	 French / PE / Science	 Story + Home
 Thursday	 Guided Reading + English	 Assembly	 Break	 Maths	 Lunch	 Music	 Science/PE	 Story + Home
 Friday	 Assembly	 PE/Science	 Break	 PSHE	 Lunch	 Spellings + Singing	 Computing	 Story + Home

Key information



- All children need to bring in a named water bottle every day and a healthy snack (e.g fruit, veg, plain carb – **no sesame, hummus, eggs, or nut products**)

This is to keep ALL children safe!

- All admin that needs to go to the office please email admin@greenway.herts.sch.uk
- If your child has a medical/physical condition of which we are not aware, then please let us know. If they require any medication to be administered then it must be in writing for us to be able to give it to your child with your written consent
- Please ensure that if your child requires an epi-pen or inhaler that we have this in school and it is in date.



End of Year Expectations

Consistently and independently are key!

Reading

- retrieves information from text where there is competing (distracting) information
- identifies key words and phrases as evidence when making a point
- identifies the way descriptive language and small details are used to build an impression of an unfamiliar place
- identifies figurative and expressive language that builds a fuller picture of a character
- explains and justifies an opinion on the resolution of an issue/whole narrative
- summarises the main ideas of texts, including non-fiction
- identifies techniques used by the author to persuade the reader to feel sympathy or dislike
- justifies opinions of particular characters and/or settings
- distinguishes between fact and opinion
- makes deductions about the motives and feelings that might lay behind characters' words
- evaluates texts for their appeal for the intended audience
- predicts on the basis of mood or atmosphere how a character will behave in a particular setting
- understands how authors use a variety of sentence constructions
- listens to the opinions of others and adjusts own thinking/understanding where appropriate
- reads silently, with good understanding testing out different pronunciations of unfamiliar words with support
- self corrects spontaneously in order to enhance expression, intonation or to reinterpret what has been read

Teachers use an assessment framework to assess against.





Reading

In Year 4, children choose their reading books, with guidance!

Your child will have a reading record for them and yourselves to record their reading diet.

Your child will bring home 1/2 books from school a week – depending on the length of text.

We will collect Reading Records and books in on a **Friday**.

Remember that re-reading a text is important for consolidation, fluency, expression and comprehension

It's still important to listen to your child read and read to them.

Checking children's understanding of words, phrases and events is key... never assume that they know!

Your child must bring in the reading record every day

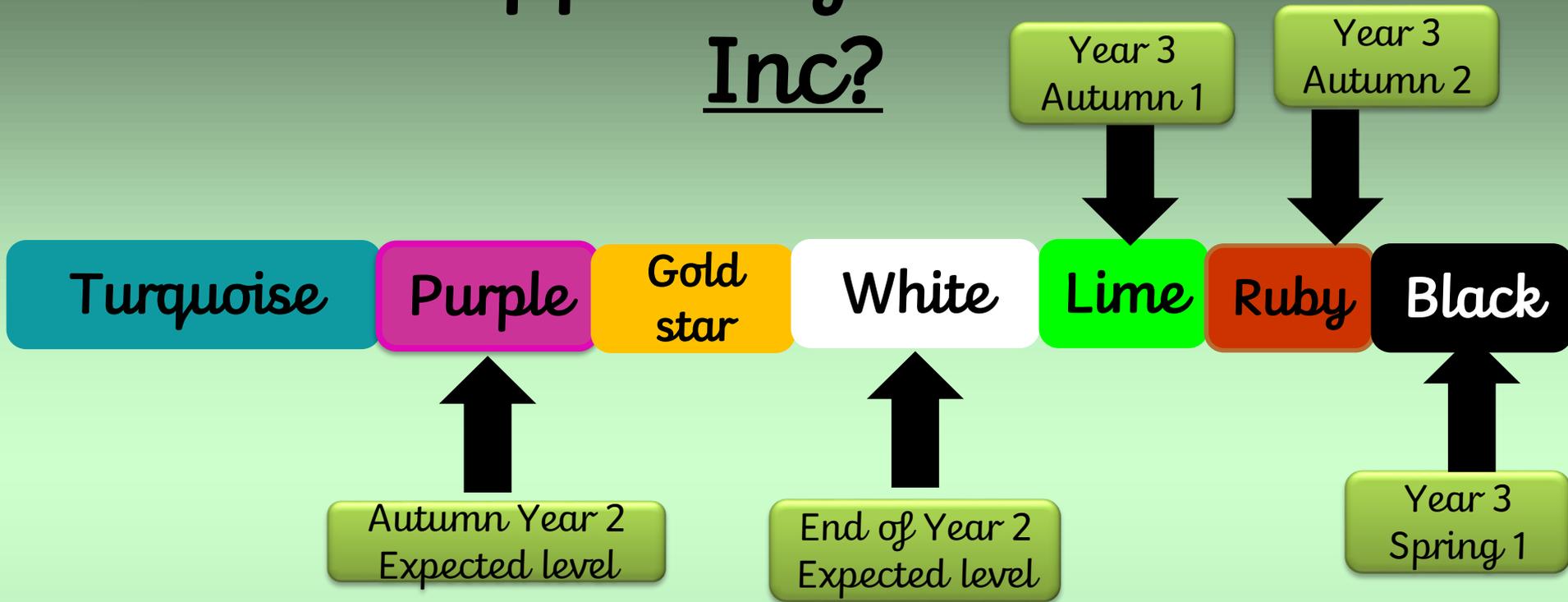
Every day reading supports fluency. Please write a comment about how they have read and sign the reading record **at least once a week** ready for us to change books on a Friday.

So what does age related reading look like?



What happens after Read Write

Inc?



Autumn Year 2
Expected level

End of Year 2
Expected level

Year 3
Spring 1

Broadening
their reading
diet further

Continue to broaden
their vocabulary and
understanding of
words and phrases



Reading Rockets

After the banded books, we have Reading Rockets which bridges the gap to Reading Raver.

Children have more independence here but are of course, still supported to ensure a varied reading diet.



Once in a while
texts!

Bookmark given today to
support comprehension!



Reading Ravers

Typically, children are choosing a range of age appropriate texts to share at home- recommended reads



A fluent reader is...



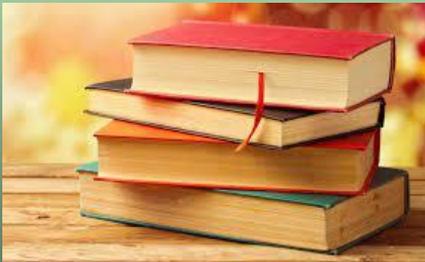
A child who is reading 90-95% of the words by sight

Understands what they are reading – verbally and in writing

Uses the punctuation to support their fluency

Uses a narrators voice who captures their audience

Uses intonation



Age-related reader



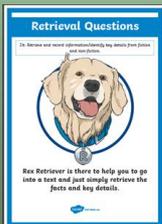
Your child should use:

- intonation that shows understanding.
- read words outside their vocabulary.
- self-correction
- reading accurately most polysyllabic and multi-morphemic words.
- read with accuracy and confidence, only occasionally needing help.

After reading, with an adult...

- spend time discussing the text.
- ask and answer questions about the text together.
- make plausible predictions.
- discuss the vocabulary and meaning of the language in the text.
- summarise main ideas.
- draw inferences and justify opinions.
- Remember that re-reading a text is important for consolidation, fluency, expression and comprehension
- Please use the school bookmark provided to support reading comprehension
- Reading together for enjoyment!

We used Reading Dogs to support specific comprehension skills



Year 4 age related text example

He'd forgotten all about the people in cloaks until he passed a group of them next to the baker's. He eyed them angrily as he passed. He didn't know why, but they made him uneasy. This lot were whispering excitedly, too, and he couldn't see a single collecting tin. It was on his way back past them, clutching a large doughnut in a bag, that he caught a few words of what they were saying.

'The Potters, that's right, that's what I heard –'

'– yes, their son, Harry –'

Mr Dursley stopped dead. Fear flooded him. He looked back at the whisperers as if he wanted to say something to them, but thought better of it.

- Why do you think Mr Dursley felt uneasy when he saw the people whispering?
- What does '*fear flooded him*' tell us about how Mr Dursley felt?
- How might the story change if he had spoken to the whisperers?
- Why do you think the author use the word '*whispering*' instead of '*talking*'?

Book list- Books for topics

Check out!

The screenshot shows the homepage of the 'Books for Topics' website. At the top left is the logo, which consists of the text 'Books for Topics' in a red, sans-serif font, with a yellow circle containing a blue book icon to the right. To the right of the logo is a search bar with the placeholder text 'Search here...' and a magnifying glass icon. Below the search bar, the text 'Recommended children's booklists sorted by age or topic' is displayed. A blue navigation bar contains several menu items: 'New Books', 'Booklists by Topic', 'Booklists by Age', 'Reading for Pleasure', 'Seasonal Booklists', 'Resources', and 'Blog'. The main content area has a teal background with a colorful illustration of educational icons like a globe, a rocket, a magnifying glass, and various letters. On the left, the text 'Handpicked For The Classroom' is followed by 'Booklists For Your Next Topic' in a larger, bold font. Below this is a paragraph of text and a yellow button labeled 'Browse Topic Booklists'. On the right, a purple cookie consent banner is visible, containing the text 'This website uses cookies to ensure you get the best experience on our website.' and a 'Learn more' link. At the bottom right of the banner, there is a white button with the text 'I understand'.

Books for Topics

Search here...

Recommended children's booklists sorted by age or topic

New Books ▾ Booklists by Topic ▾ Booklists by Age ▾ Reading for Pleasure ▾ Seasonal Booklists Resources ▾ Blog

Handpicked For The Classroom
Booklists For Your Next Topic

Browse our lists of recommended books and quality texts for topics on the primary curriculum. From Romans and rainforests to plants and poetry, we've got lists of the best children's books to support pupils learning about curriculum subjects through the primary school years.

[Browse Topic Booklists](#)

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I understand



Check out!



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66 BookClub!

Welcome to the 66 Book Club! Where 66 Books is open one weekend a month to members of the public & not businesses.

Come alone, with a friend or bring your kids (no booking required) - **it's 70% off all books for everyone!**

Membership is just £2 p.a. and that includes your household.

You can become a member only at the book club during the appointed weekends.

Opening times 9am - 6pm.

(We cannot guarantee entry after 4pm. You may need a few hours to see everything)

Greenway Primary
& Nursery School



End of Year Expectations

Consistently and independently are key!

Writing

- Write for a range of purposes and audiences
- Create settings, characters and plot in narrative
- Use speech punctuation correctly most of the time
- Use a range of sentences and begin to vary the position of clauses within a sentence
- Use a range of conjunctions, adverbs, prepositions and pronouns for cohesion, detail and clarity (e.g. appropriate noun or pronoun to avoid repetition and adverbs to express time and cause)
- Use past and present tenses correctly, and include a wider range of verb forms (e.g. we were going; they have been)
- Use the range of punctuation taught up to and including Y4 mostly correctly (e.g. commas after adverbials; use of apostrophe)
- Spell correctly words from learning in previous year groups, and most words from the year 3/4 spellings
- Beginning to use a dictionary to check spellings
- Write legibly and with increasing fluency, paying attention to size and spacing
- Maintain the use of joined handwriting throughout independent writing.



Writing Top tips

Take a look at the age-related expectations!

Coherent

Basic
Punctuation

Conjunctions

Spelling rules
and Y3/4
Spellings

Handwriting

Different
purposes

Correct tense

Speech
punctuation

Commas after
fronted adverbials
and subordinate
clauses

Apostrophes
(contractive and
possessive)



Colour coded visual writing



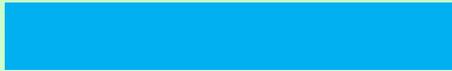
Single (main) clause



Subordinate clause



Co-ordinating conjunction



Adverbial phrase



Writing progression

Reception



The cat lay on the mat.



Year 1



The cat lay on the mat and he fell asleep.



Year 2 & 3



The cat lay on the mat and he fell asleep.



The cat lay on the mat because he was tired.



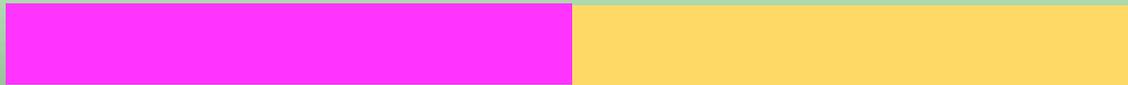
Year 4



After supper, the cat lay on the mat and he fell asleep.



The cat lay on the mat because he was tired.



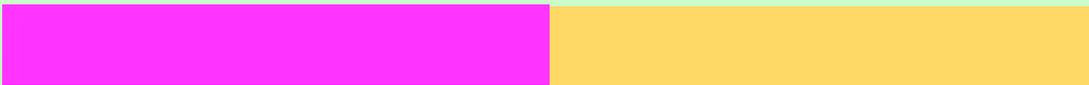
As the cat was tired, he lay on the mat.



Year 5



After supper, the cat lay on the mat and he fell asleep.



Because he was tired, the cat lay on the mat.



The cat, who was called Jasper, lay on the mat because he was tired.



Age related writing example

Dialogue
punctuation

Subordinate clause

Nouns/pronouns to
avoid repetition

Apostrophe for
possession

Fronted adverbial of
manner

As I walked through the woods, I found an old treehouse hidden in *the branches of a big oak tree*. *Its* wooden planks were rough and worn, making me think of exciting adventures. I could hardly believe my eyes! This forgotten place was now empty and dark. I wanted to see more of *the forest's secrets*. *Without hesitation*, I climbed the rickety ladder and entered through the lopsided, wooden door. "Hello?" I shouted, but only the echo of my own voice answered back. The treehouse stayed silent, but I was sure I could hear the creak of something moving above me.

This writer has to do this consistently in a range of pieces!

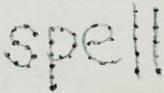
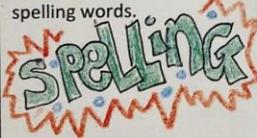


Spelling Top tips

Celebrate making 'good mistakes' as a family

Frequent practise in different ways

Chunk/part words

<p>Upper and Lower Write each of your words out 2 times: the first time in UPPER CASE, the second time in lower case. Repeat 3 times.</p> <p>SPELLING spelling</p>	<p>Pyramid writing Write each of your words like a pyramid. Repeat doing an upside down pyramid!</p> <p>spell spell spell spell spell</p>	<p>Blue Vowels Write out each of your words. Go over the vowels in each word using a blue pencil or pen. Repeat 3 times.</p> <p>spelling</p>	<p>Curly Words First write out your words in normal writing. Next, write them again in <i>curly</i> letters.</p> <p>spelling Spelling</p>	<p>Spelling Flowers Draw a flower for each of your spelling words, writing one letter per petal.</p> 
<p>Rainbow Words Write your words out in pencil. Next draw around each letter 3 times using a different coloured pencil each time.</p> 	<p>Crosswords Write your words across and down, sharing the first same letter</p> <p>spelling PELLING</p>	<p>Backwards Write your words out first forwards and then backwards. Repeat 3 times.</p> <p>spelling gnilleps</p>	<p>Dot to Dot Write each letter as a series of dots. Complete the word, then join the dots.</p> 	<p>Alphabetical Write your words out in alphabetical order. Repeat in reverse order.</p> <p>can spell I I spell can</p>
<p>Tell a story Use all your spelling words to tell a short silly story.</p>	<p>Sentences Write as many spelling words as you can in one sentence (with only one conjunction!). How many sentences do you need to include them all?</p>	<p>Spelling Shapes Draw around your words, emphasising the shape of the letters. Repeat 3 times</p> 	<p>Colourful Consonants Write out each word using a pencil. Go over the consonants with a different colour. Repeat 3 times.</p> <p>spelling</p>	<p>Rhyme Time Make a short rhyme for each of your words. (the rhyming words doesn't need to follow the spelling pattern!)</p> <p>spelling gets me yelling!</p>
<p>Spot the Syllables Write out each word in pencil. Choose a different colour for each syllable and go over each. Repeat 3 times.</p> <p>spelling</p>	<p>Graffiti Create a wall of colourful graffiti using all your spelling words.</p> 	<p>Other hand! Write out your words. Next to each, have a go at writing each one with the hand you don't usually write with!</p> <p>spelling spelling</p>	<p>Say What? Write each of your words in a question.</p> <p>Are you a super spelling star?</p>	<p>Little Words Write each words and spot the little words within each. Write each little word next to the word.</p> <p>spelling spell in</p>



End of Year Expectations

Consistently and independently are key!

Maths

- reads, writes and converts between analogue (including clock faces using Roman numerals) and digital 12 and 24 hour clocks using am and pm where necessary
- converts between different units of measure e.g. hours to minutes
- perimeter, area, volume
- converts different units of measure e.g. km to m
- money
- completes, reads, presents and interprets information presented in bar charts
- properties of shape
- position and direction
- understands and applies the commutative, associative and distributive 'rules' when solving calculations
- uses a range of mental strategies for all four operations appropriate to context and within the fluency focus
- uses mental recall of multiplication facts including all tables up to 12×12 and quickly
- adds and subtracts numbers with up to 4 digits using the formal written methods of columnar addition and subtraction where appropriate
- multiplies two-digit and three-digit numbers by a one-digit number using formal written layout
- Fractions and decimals
- Solving numerical problems

Multiplication Tables Check

- This will happen in June.
- Times tables up to 12.
- On-screen check consisting of 25 questions, there are 3 practice questions
- They have 6 seconds to answer each question – fast recall is vital
- Their scores are shared with you within the annual reports at the end of the school year.
- Information on the government website



Maths Top tips- STRATEGY

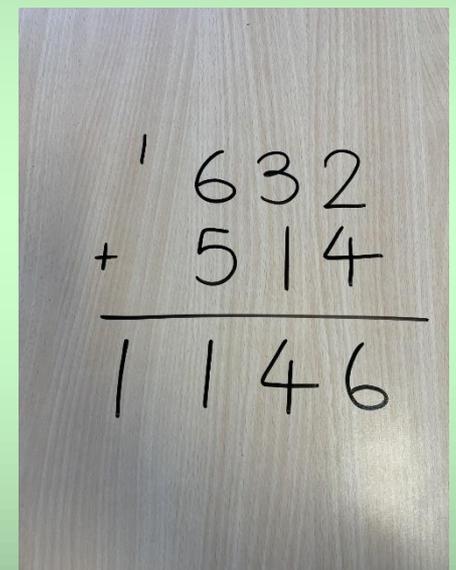
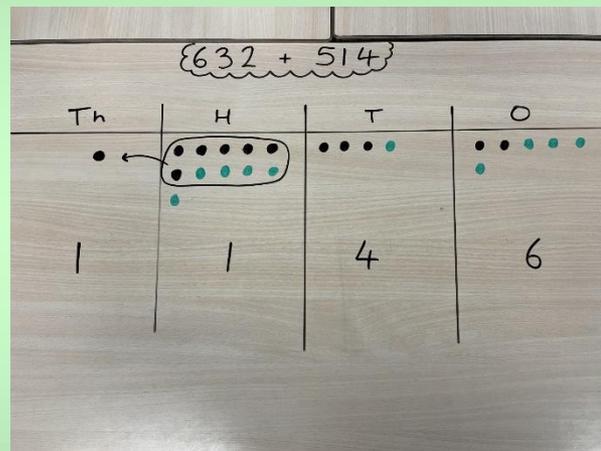
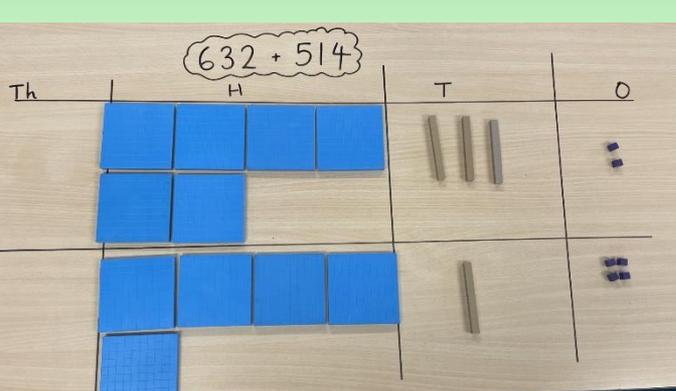
Concrete



Pictorial



Abstract



Home Learning

Maths and Writing will be set weekly on Fridays at 3pm on Google Classroom. This needs to be submitted/uploaded to Google Classroom by 3pm the following Thursday. Your child will complete their home learning in the relevant home learning books, which are to stay at home.

Please mark their work with them so they get instant feedback.

Spellings are set weekly every Friday via Spelling Shed. The class will learn the rule and refer to it throughout the week along with revisiting it. This is to ensure that spellings are applied in writing rather than just learning them for a test.

Please practise with your child. When writing, please use their spelling books to practise writing on lines.

The dictation includes words using the same spelling rule.



Willow Curriculum Overview 2025-2026

	<u>Autumn</u>	<u>Spring</u>	<u>Summer</u>
Science	Changes of state Electricity: circuits	Human impact on the environment Digestion & food chains	Sound Classification of plants and animals
Art	Telling stories through illustrations	Exploring Still Life	Festival Feasts
Design and Technology	2D Shape to 3D Product	Electrical Systems	Healthy and Varied Diet
Computing	Online Safety Animation Effective Searching	Logo Hardware Investigators AI	Micro:bit Writing for Different Audiences Coding
Geography	Why are rainforests important to us?	Where does our food come from?	What are rivers and how are they used?
French	Presenting Myself The Date	The Family At the Cafe	In the Classroom Goldilocks and the Three Bears



Willow Curriculum Overview 2025-2026

PE	Fundamentals/Key Skills Netball Golf OAA	Gymnastics Table Tennis Rapid Fire Cricket Dance	Dodgeball Cricket Rounders Athletics
History	Romans	Anglo-Saxons	Vikings
R.E.	Are all religions equal? What makes some texts sacred?	Just how important are our beliefs? Who was Jesus really?	Why is the bible the best-selling book of all time? Does the language of scripture matter?
Music	Beat, rhythm and pitch Exploring descriptive sounds The class orchestra.	Beat, rhythm and pitch Improving and composing Melodic patterns Singing.	Beat, rhythm and pitch Pitch patterns, timbre, music and stories.
P.S.H.E/SRE	Jigsaw PSHE: Being me in my world and celebrating difference.	Jigsaw PSHE: Dreams and goals and healthy me.	Jigsaw PSHE: Relationships and changing me.

Educational visits: Phasel's Wood and others TBC



Jigsaw- PSHE scheme

- 'Changing me' is taught in the Summer term
- Main vocabulary- sperm, egg/ovum, penis, testicles, vagina/vulva, womb/uterus, ovaries, making love, having sex, sexual intercourse, fertilise, conception, puberty, menstruation, periods.
- Learning intentions: Unique me, Having a baby, Girls and puberty, Circles of change, accepting change and Looking ahead



Special educational needs/disabilities

SEND

- Greenway School INCO-(Inclusion Co-ordinator) and Autism Lead is Dani Roe- dani.roe@greenway.herts.sch.uk
- INCO works in partnership with parents/carers, staff and professionals to ensure that pupils with SEND have the appropriate provision and **reasonable adjustments** in place in school
- SEND policy, School offer and Hertfordshire local offer for SEND is on website
- All pupils with SEND will have a One Page Profile. This will be shared and targets reviewed with staff and parents/carers
- If you have concerns regarding your child please email your class teacher and/or INCO.



Children's wellbeing

- Life is full of ups and downs!
- Please let us know of anything that may affect your child at school
- This will allow us to support you and your child.
- Examples might be...



Moving house



Parent travelling
or away



Family member
illness



Class reps

Thank you to Isaac's
mum & Georgio and
Gianluca's mum

If you change your mobile phone number or e-mail address then please let the office know (if you have not given either of these to the office please do so asap).

Useful home activities

- Times tables are a focus this year, use TT Rockstars
- Telling the time – analogue and digital
- How to tie shoelaces
- <https://www.booksfortopics.com/year-4> – recommended reading list
- Bitesize and TopMarks – games
- Newsround – current affairs

Useful websites

Oxford Owl

<https://home.oxfordowl.co.uk/>

Oak Academy

<https://www.thenational.academy/>

Whiterose

<https://whiterosemaths.com/homelearning/>

Thank you for
listening!

